



The Effectiveness of *Mufradat* Cards in Arabic Learning Outcomes in Thematic Learning in *Madrasah Ibtidaiyah*

Suwardi

Universitas Islam Negeri (UIN) Salatiga
suwardi_imam@yahoo.com

M. Farid Abdullah

Universitas Islam Negeri (UIN) Salatiga
faridstain78@gmail.com

Syaefudin Achmad

Universitas Islam Negeri (UIN) Salatiga
saefudinachmad1991@gmail.com

ENGLISH ABSTRACT

Arabic learning outcomes in Madrasah Ibtidaiyah (MI) are still relatively low. This study aims to improve Arabic learning outcomes in MI by using mufradat (Arabic Vocabulary) cards in thematic learning. This research used experimental research with true experimental design. The respondents of this study included five teachers and 107 first grade students of private MIs in Salatiga City. Data collection methods included interviews with an interview guideline instrument and tests with a test instrument that has been declared valid and reliable. Qualitative data were analyzed by reviewing, reducing, categorizing, interpreting the data, and drawing conclusions. While quantitative data were analyzed with SPSS using the Cronbach's Alpha formula, Test of Homogeneity of Variances, ANOVA, t-test, and omega squared two independent samples. The theoretical contribution of this research is the specification of mufradat cards used for Arabic learning in thematic learning of grade I MI which includes specifications of card components and specifications of mufradat components. This study concluded that the use of mufradat cards has been proven effective to improve Arabic learning outcomes in thematic learning of grade I MI with an effectiveness value of 54.43%. This study recommends that to improve Arabic learning outcomes in MI, mufradat cards should be included in thematic learning.

Keywords: *Mufradat Cards, Arabic Language Learning Outcomes, Thematic Learning*

INDONESIAN ABSTRACT

Hasil belajar Bahasa Arab di Madrasah Ibtidaiyah (MI) masih relatif rendah. Penelitian ini bertujuan untuk meningkatkan hasil Belajar Bahasa Arab di MI dengan menggunakan

kartu mufradat dalam pembelajaran tematik. Penelitian ini menggunakan jenis penelitian eksperimen dengan true experimental design. Responden penelitian ini melibatkan lima guru dan 107 siswa kelas I MI Swasta di Kota Salatiga. Pengumpulan data menggunakan metode wawancara dengan instrument pedoman wawancara dan metode tes dengan instrument soal tes yang telah dinyatakan valid dan reliable. Data kualitatif dianalisis dengan tahapan menelaah data, mereduksi data, mengategori data, menafsirkan data, dan menarik kesimpulan. Sedangkan data dianalisis dengan bantuan SPSS dengan menggunakan rumus Cronbach's Alpha, Test of Homogeneity of Variances, ANOVA, t-test, dan omega squared dua sampel independen. Sumbangan teoritik penelitian ini adalah adanya spesifikasi kartu mufradat yang digunakan untuk pembelajaran Bahasa Arab dalam pembelajaran tematik kelas I MI yang mencakup spesifikasi komponen kartu dan spesifikasi komponen mufradat. Hasil penelitian ini menyimpulkan bahwa penggunaan kartu mufradat telah terbukti efektif untuk meningkatkan hasil belajar Bahasa Arab dalam pembelajaran tematik kelas I MI dengan nilai keefektifan sebesar 54,43 %. Penelitian ini merekomendasikan bahwa untuk meningkatkan hasil belajar Bahasa Arab di MI perlu dimasukkan dalam mata pelajaran tematik.

Kata kunci: Kartu Mufradat, Hasil Belajar Bahasa Arab, Pembelajaran Tematik

Introduction

Language is a very important communication tool (Norilah, Madani, & Noo, 2022). Likewise, Arabic is also a communication tool used as a bridge to convey ideas to others in everyday life, both orally and in writing (Jumriana, 2019; Zahratun, 2015). Arabic also acts as a tool to gain knowledge since classical books as the starting point for the emergence of science are written in Arabic (Khalilullah, 2011). For Muslims, Arabic has an important role in worship and understanding the teachings of Islam because these practices are sourced from the Koran and Hadiths, in which both are written in Arabic (Albantani, 2018; Ariyanti & Syarifah, 2021; Latifah, 2022; Zuraidah, Humayro, & Khoiriyah, 2022) Based on these ideas, it can be concluded that Arabic has a very important role for Muslims as a mean of communication, obtaining knowledge, performing worship, and understanding Islamic teachings.

Considering its important role, Arabic needs to be taught from an early age (Albantani, 2018; Zahratun, 2015), including the *Madrasah Ibtidaiyah* (MI) students. Unfortunately, Arabic learning outcomes in *Madrasah Ibtidaiyah* (MI) still need to be improved. Based on previous research conducted by Latifah, it was concluded that the learning outcomes of Arabic subjects, especially the mastery of *mufradat*, in fifth grade students of MIN 15 Hulu Sungai Selatan were still low (Latifah, 2022). The results of this

study are in accordance with the results of preliminary research conducted by the researchers through interviews with three MI teachers in Salatiga city. The teachers said that most of their students, more than 50% of the students, have not been able to reach the minimum achievement criteria (namely KKM). In fact, two MIs in Salatiga have set the Arabic language KKM lower than other subjects. In these two MIs, the KKM for Arabic is set at 65, while the KKM for other subjects is set at 70.

According to the teachers, the low score of Arabic language is due to the complexity of the learning material. The results of the interviews are in line with several suggestions stating that students consider Arabic to be a very difficult subject (Khalilullah, 2011; Khansa, 2016) According to Ariyanti & Syarifah, low Arabic grades can be caused by internal and external factors (Ariyanti & Syarifah, 2021). Internal factors include students' character, background, interests, talents, and abilities. While external factors are factors that involve the teacher's ability to use strategies, methods, media, and learning tools.

The low learning outcomes of Arabic in MI can also be attributed to the implementation of Arabic learning that is taught separately from other subjects. That is, teachers only teach Arabic in Arabic subjects, not integrating with other subjects. This kind of implementation is not in accordance with the characteristics of MI students age 6-12 years-old who tend to have a holistic mindset (Rafikoh, Rahayu, & Hidayah, 2014) That is, children are unable to interpret the components of knowledge separately. Theoretically, MI students' holistic way of thinking is in accordance with the views of Gestalt theory which suggest that humans understand everything as a whole and meaningful configuration (Arip, Rapidah, Ahmad, & Jais, 2013; Forti, 2015; Hidayati, 2011; Lawson, Chang, & Wills, 2017). Based on the characteristics of MI students and Gestalt theory, the low learning outcomes of Arabic in MI can be overcome by integrating Arabic subject into other subjects. Learning that integrates multi subjects is in accordance with the views of the General Theory of System Approach (Ramosaj & Berisha, 2014).

To integrate an Arabic subject into other subjects, it needs to be implemented through thematic learning. Some experts interpret thematic learning variously. Thematic learning is learning that uses themes as a starting point that bind learners' knowledge (Chen, 2012); Thematic learning is an attempt to organize the learning environment

systematically so that teacher and learner interactions lead to behavioral changes by building material in the form of themes (Hamruni & Istiningsih, 2017); The thematic approach is part of a teaching strategy that uses themes to make learning meaningful, interesting, and dynamic (Min, Rashid, & Nazri, 2012); a way of learning where many areas of the curriculum are interconnected and integrated within a theme (Okoro & Okoro, 2016); a teaching approach that consciously makes connections between subjects, both cognitive, affective, and psychomotor aspects (Wilujeng, 2013). From these various interpretations, it can be concluded that thematic learning is learning that uses themes to bind students' knowledge in meaningful, interesting, and dynamic ways to cause changes in students' learning.

Meanwhile, the Curriculum Center of the Ministry of National Education (DEPDIKNAS, 2006) states that thematic learning is part of integrative/integrated learning. Integrative learning is defined as learning that enables children to explore knowledge from all subjects that relate to aspects of their environment (Humphreys, Post, & Ellis, 1981) According to Fogarty, there are ten integrative learning models, namely fragmented, connected, nested, sequenced, shared, webbed, threaded, integrated, immersed, and networked models (Fogarty, 1991).

Each model proposed by Fogarty can be explained as follows. The fragmented model is a learning model that separates disciplines exclusively. The connected model is a learning model that connects one topic with another topic, between one concept with another concept, between one skill with another skill, and between one task with another task contained in one science. The nested model is a learning model that is carried out by expanding one material in stages. The sequenced model is a learning model that is done by grouping several similar topics at one time. The shared model is a learning model that connects between disciplines in one plan. The webbed model is a learning model where the themes are used as a strategy to integrate several subject matters. The threaded model is a learning model that develops core lessons by adding other materials. The integrated model is the use of one learning model that applies a cross-disciplinary approach. The immersed model is a learning model where learners independently integrate materials. The networked model is a learning model that connects external sources continuously.

To implement thematic learning in MI that integrates an Arabic subject, the researchers chose to use *mufradat* cards as a learning theme. The term *mufradat* card consists of two words: card and *mufradat*. Card means thick rectangular paper. While *mufradat* is Arabic vocabulary or a set of all words understood by a person and used in composing a sentence (Novinsah, 2020). Based on this definition, the *mufradat* card can be interpreted as a thick rectangular paper containing Arabic vocabulary that can be understood by a person and can be used to compose sentences.

The researchers chose *mufradat* cards as a learning theme based on several reasons. *First*, cards are affordable and simple. They are relatively cheap and easy to get and easy to make. *Second*, *mufradat* with flexible meanings can facilitate teacher in linking the meanings to other subjects. *Third*, *mufradat* has an important role in learning Arabic.

The importance of learning Arabic using *mufradat* is based on several arguments. Vocabulary is the most important aspect of language (Latifah, 2022); Learning vocabulary has an important role in language learning (Jumriana, 2019; Zuraidah et al., 2022); Vocabulary learning is a basic language learning (Ramadhan, Sunan, & Yogyakarta, 2017); The first step to introducing Arabic is by introducing vocabulary (Latifah, 2022; Novinsah, 2020); Understanding *mufradat* has benefits for learning Arabic (Zuraidah et al., 2022); Mastering a lot of vocabulary can increase the ability to master the skills of listening (*istima*), speaking (*kalam*), Reading (*qiraah*), and writing (*kitabah*) easily (Riwanda, Ridha, & Islamy, 2021).

According to Djiwandono (Zahratun, 2015), the mastery of vocabulary can be divided into two aspects, namely the mastery of active-productive vocabulary and passive-receptive vocabulary. The mastery of active-productive (expressive) vocabulary is used for speaking and writing purposes. Meanwhile, the mastery of passive-receptive vocabulary is used for listening and reading purposes. Regarding the *mufradat* learning strategy, Mustofa (in Khansa, 2016) divided it into three levels, namely the basic level *mufradat* learning strategy called *mubtadi'*, the intermediate level *mufradat* learning strategy called *mutawassith*, and the advanced *mufradat* learning strategy called *mutaqaddim*. Accordingly, learning vocabulary needs to consider its usefulness and its level.

Research on the use of *mufradat* cards for Arabic language learning in thematic learning is different from previous studies. The difference between this research and Fajriyah's research (2015), Jumriana's research, et al (2019), and Zuraidah's research, et al (2022) lies in the type of cards used. The cards used in this study were *mufradat* cards, while the cards used by the three previous studies were picture cards. The researchers prefer *mufradat* cards compared to picture cards on the grounds that students' attention is focused on the meaning contained in the *mufradat*, while with picture cards it is likely that students' attention is more focused on the picture rather than on the meaning of the word. Another difference between the three previous studies and this study lies in the implementation of learning Arabic. Language learning in this study is carried out through thematic learning, where Arabic learning is integrated with other subjects. While the implementation of Arabic learning in the three previous studies was carried out as an independent subject separate from other subjects.

Methodology

Type and Design

This study is an experimental research with True Experimental Design (Suharsimi, 2010). The research design can be seen in Figure 1 below.

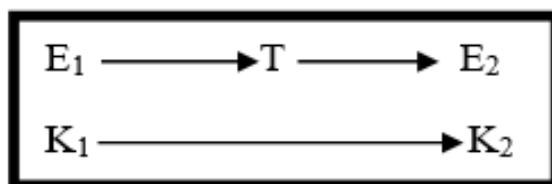


Figure 1. Research design

Figure 1 shows that E_1 is the pre-test scores of the experimental group; T is the action, namely *mufradat* cards; E_2 is the post-test scores of the experimental group; K_1 is the pre-test scores of the control group; and K_2 is the post-test scores of the control group.

Respondents

The respondents were first grade teachers and students in two private MIs in Salatiga. This is because first grade students have concrete, integrative and holistic learning characteristics (Zulvira, Neviyarni, & Irdamurni, 2021). This is in accordance

with learning using *mufrodat* cards in thematic learning. The teachers, who participated as respondents in this study, were five teachers consisting of three teachers as respondents in the preliminary research, and two teachers as respondents in the learning implementation stage, where one teacher was the experimental class teacher, and one teacher was the control class teacher. Approximately 107 students were involved, 48 of them were respondents for instrument trials, while 30 students were as experimental class respondents, and 29 students as control class respondents.

Methods and Instruments

Data collection in this study was conducted through interviews and comprehension tests. Interviews were used to collect data to find problems and the required *mufrodat* card specifications, while comprehension tests were used to collect pre-test and post-test scores which were used as the basis for calculating the effectiveness of the action. Interviews were done using an interview guideline sheet instrument, while comprehension tests used a test question instrument. The development of test questions was based on the grid as in table 1 below.

Table 1. Grid of Test Questions

| No. | Arabic Subject Competencies | Number of Items | Item Number |
|-------|------------------------------|-----------------|--------------------|
| 1 | Listening (<i>istima'</i>) | 5 | 1, 2, 3, 4, 5 |
| 2 | Sepaking (<i>kalam</i>) | 5 | 6, 7, 8, 9, 10 |
| 3 | Reading (<i>qira'ah</i>) | 5 | 11, 12, 13, 14, 15 |
| 4 | Writing (<i>kitabah</i>) | 5 | 16, 17, 18, 19, 20 |
| Total | | 20 | |

The test questions were tested for validity and reliability with the results as shown in Table 2 below.

Table 2. Results of Validity and Reliability Test of Test Items

| Grain | Scale Mean if Items Deleted | Scale Varican ce if Items Deleted | Correcte d Item- Total Correlati on | Cronbach's Alpha if Items Deleted | R Table | Validity | Reliability |
|-------|-----------------------------|-----------------------------------|-------------------------------------|-----------------------------------|---------|----------|-------------|
| Item1 | 98.5208 | 341.744 | 0.388 | 0.469 | 0.2787 | VALID | RELIABLE |
| Item2 | 98.4583 | 340.977 | 0.455 | 0.468 | 0.2787 | VALID | RELIABLE |
| Item3 | 98.5625 | 343.741 | 0.369 | 0.472 | 0.2787 | VALID | RELIABLE |
| Item4 | 98.5417 | 342.594 | 0.335 | 0.471 | 0.2787 | VALID | RELIABLE |
| Item5 | 98.4792 | 340.638 | 0.466 | 0.467 | 0.2787 | VALID | RELIABLE |
| Item6 | 98.3958 | 346.755 | 0.325 | 0.477 | 0.2787 | VALID | RELIABLE |
| Item7 | 98.3958 | 348.542 | 0.312 | 0.480 | 0.2787 | VALID | RELIABLE |

| | | | | | | | |
|--------|---------|---------|-------|-------|--------|-------|----------|
| Item8 | 98.4375 | 347.868 | 0.450 | 0.479 | 0.2787 | VALID | RELIABLE |
| Item9 | 98.3958 | 343.776 | 0.314 | 0.472 | 0.2787 | VALID | RELIABLE |
| Item10 | 98.4375 | 344.890 | 0.329 | 0.474 | 0.2787 | VALID | RELIABLE |
| Item11 | 98.4167 | 344.631 | 0.351 | 0.474 | 0.2787 | VALID | RELIABLE |
| Item12 | 98.4792 | 344.510 | 0.340 | 0.474 | 0.2787 | VALID | RELIABLE |
| Item13 | 98.4792 | 344.510 | 0.340 | 0.474 | 0.2787 | VALID | RELIABLE |
| Item14 | 98.4792 | 343.021 | 0.327 | 0.471 | 0.2787 | VALID | RELIABLE |
| Item15 | 98.4167 | 346.418 | 0.341 | 0.477 | 0.2787 | VALID | RELIABLE |
| Item16 | 98.4375 | 342.507 | 0.373 | 0.470 | 0.2787 | VALID | RELIABLE |
| Item17 | 98.3958 | 344.372 | 0.296 | 0.473 | 0.2787 | VALID | RELIABLE |
| Item18 | 98.4583 | 344.254 | 0.361 | 0.473 | 0.2787 | VALID | RELIABLE |
| Item19 | 98.5417 | 343.785 | 0.369 | 0.473 | 0.2787 | VALID | RELIABLE |
| Item20 | 98.4375 | 343.102 | 0.331 | 0.471 | 0.2787 | VALID | RELIABLE |

The overall test question reliability results can be seen in table 3 below.

Table 3. Reliability Test Results of Test Questions

| Reability Statistic | | |
|---------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| 0.479 | 0.669 | 20 |

Based on the table above, the value of Cronbach's Alpha is 0, 479 and is in the range of $0.40 < r_{11} < 0.60$ so it can be concluded that it has a medium reliability coefficient.

Data Analysis

Qualitative data from the interviews were analyzed based on Moelongs' guidelines with the stages of reviewing data, reducing data, categorizing data, interpreting data, and drawing conclusions (Moleong, 2008). Quantitative data for the quality test of the questions were analyzed using the Corrected Item-Total Correlation formula to analyze the validity of the items and the Cronbach's Alpha formula to analyze the reliability of the questions. For the assumption test, the pre-test data were analyzed using the Test of Homogeneity of Variances formula to test homogeneity and the ANOVA formula to test normality. Furthermore, for the effectiveness test, the post test data were analyzed using the t-test formula to test the difference between the post scores of the experimental group and the control group and the omega squared formula for two independent samples to determine the magnitude of effectiveness.

Results and Discussion

Specifications of Mufradat Cards

The specifications of the *mufradat* cards are based on the results of preliminary research and the results of the literature review. Data collection regarding the specifications of *mufradat* cards is based on two components, namely the card component and the *mufradat* component. The card component includes specifications for the size and material of the card, while the *mufradat* component includes specifications used to select the *mufradat*.

The results of preliminary research through interviews with three teachers regarding the specifications of *mufradat* cards can be described as follows. The size of the *mufradat* cards needed was approximately 5 x 7 cm. In principle, the three teachers agreed that MI students should be able to hold *mufradat* cards with their hands. For the *mufradat* card material, it should be made of material that was thick/strong, cheap, and easy to obtain. The reason for choosing thick/strong material was for the durability of the cards when they were used repeatedly. The teachers gave an example of the *mufradat* card material needed such as cardboard paper.

Furthermore, the interview results indicate several specifications regarding the *mufradat* used. First, the *mufradat* used has a meaning that can link various subjects taught at school. Second, the *mufradat* can be written with a relatively few numbers of letters, so it is not too long. Third, the translation of the *mufradat* used is already known by the students. Fourth, the *mufradat* is often used in daily life. Fifth, if the *mufradat* uses verbs, they should be the ones often done by the students. Sixth, if the *mufradat* uses nouns, they should refer to objects in the surrounding environment. Seventh, the *mufradat* is written in uppercase font for clarity and readability.

Meanwhile, according to Tha'imah (in Mustofa & Hamid, 2012), the selection of *mufradat* used for learning Arabic for foreign speakers needs to be based on the *Tawatur* principle, namely choosing *mufradat* that is often used; the *Tawazzu'* principle, namely choosing *mufradat* that is widely used in Arab countries; the *Mataahiyah* principle, namely choosing *mufradat* that has a certain meaning; *Ulfah* principle, which is choosing *mufradat* that is familiar and well-known; *Syumuul* principle, which is choosing *mufradat* that can be used in various fields; *Ahammiyah* principle, which is choosing

mufradat that is often used; and *'Uruubah* principle, which is choosing *mufradat* that has been absorbed into the mother tongue. Meanwhile, according to Suwardi and Habibi, the teaching materials for grade I MI should be related to daily life and for the Latin writing should be using lowercase letters (Suwardi & Habibi, 2022).

Based on the previous research and literature review above, the specifications of *mufradat* cards include card components and *mufradat* components. For the card components, the card should be in the size that students could hold, strong, cheap, and easily available. While for the *mufradat* components, the *mufradat* can be used in various fields of science or has a meaning that can link various subjects; it has few letters; the meaning of *mufradat* is quite familiar for the students; it is often used in everyday life; it uses verbs that students often do; it uses nouns that refer to objects in the surrounding environment; it is written clearly, it is widely used in Arabic countries, and it has been absorbed into the mother tongue. Based on these specifications, the *mufradat* cards used by researchers are made of cardboard paper with a size of 5 x 7 cm. The sample of the *mufradat* card can be seen in figure 2 below.

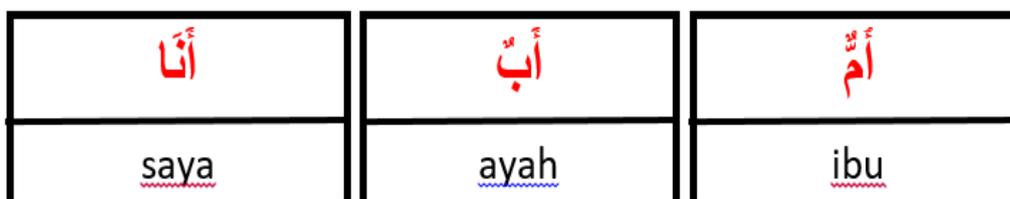


Figure 2. Sample *Mufradat* Cards

Effectiveness of Mufradat Cards

To test the effectiveness of *mufradat* cards, an assumption test and t-test were conducted. Each was analyzed with the SPSS program. The assumption test using pretest data on the experimental group and control group is shown in Figure 3.

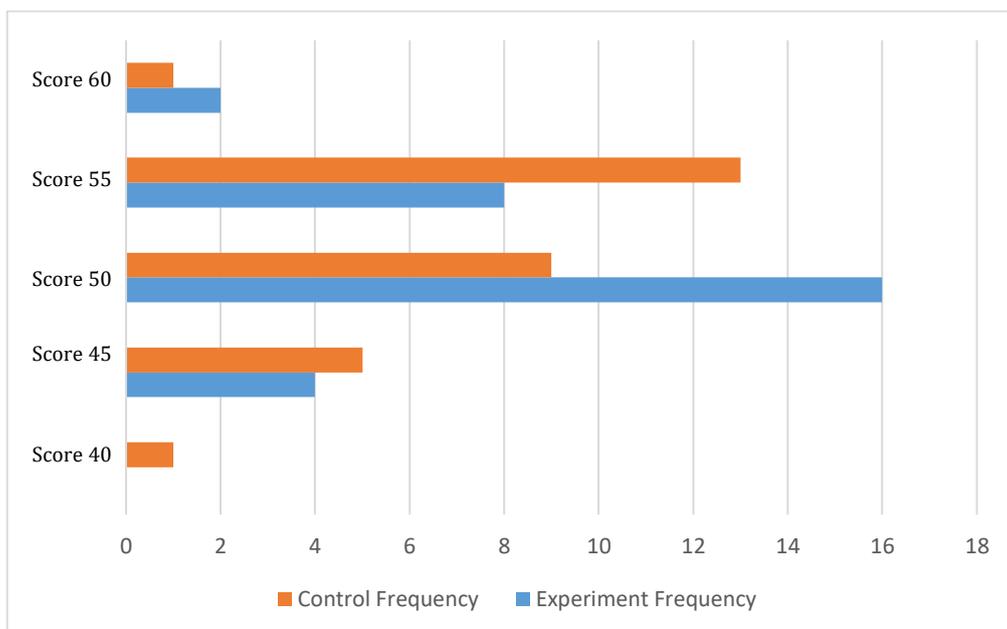


Figure 3. Graph of Pre-Test Scores in Experimental and Control Groups

Furthermore, the assumption test to determine the normality and homogeneity of pre-test scores in the experimental group and the control group was analyzed with SPSS with the results as in table 4 below.

Table 4. Results of Normality and Homogeneity Tests for Pre-Test Scores

| Test of Homogeneity of Variances | | | | | |
|---|--------------------------------------|------------------|-----|--------|-------|
| | | Levene Statistic | df1 | df2 | df3 |
| HOMOGENITY | Based on Mean | 1.697 | 1 | 57 | 0.198 |
| | Based on Median | 1.302 | 1 | 57 | 0.259 |
| | Based on Median and with adjusted df | 1.302 | 1 | 51.768 | 0.259 |
| | Based on trimmed mean | 1.798 | 1 | 57 | 0.185 |

| ANOVA | | | | | |
|----------------|---------------|----|-------------|-------|-------|
| HOMOGENITY | | | | | |
| | Sum of Squars | Df | Mean Squars | F | Sig. |
| Between Groups | 0.703 | 1 | 0.703 | 0.038 | 0.846 |
| Within Groups | 1051.839 | 57 | 18.453 | | |
| Total | 1052.542 | 58 | | | |

Based on the results of the analysis with SPSS as shown in table 4 above, the ANOVA results obtained a significance value of $0.846 > 0.05$. This shows that the pre-test scores between the experimental group and the control group are normally distributed. Then based on the results of the Test of Homogeneity of Variances calculation, a significance value of $0.198 > 0.05$ was obtained. This shows that the distribution of pre-test data in the experimental group and control group is homogeneous. That is, the initial ability of students in the experimental group is the same as the initial ability of students in the control group. Based on these results, it can be concluded that the assumption test or pre-requisite test which includes normality test and homogeneity test has been fulfilled.

After the assumption test is fulfilled, then it is necessary to analyze the difference test and effectiveness test. The data analyzed were the data from the post-test results in the experimental group and the control group as shown in Figure 4 below.

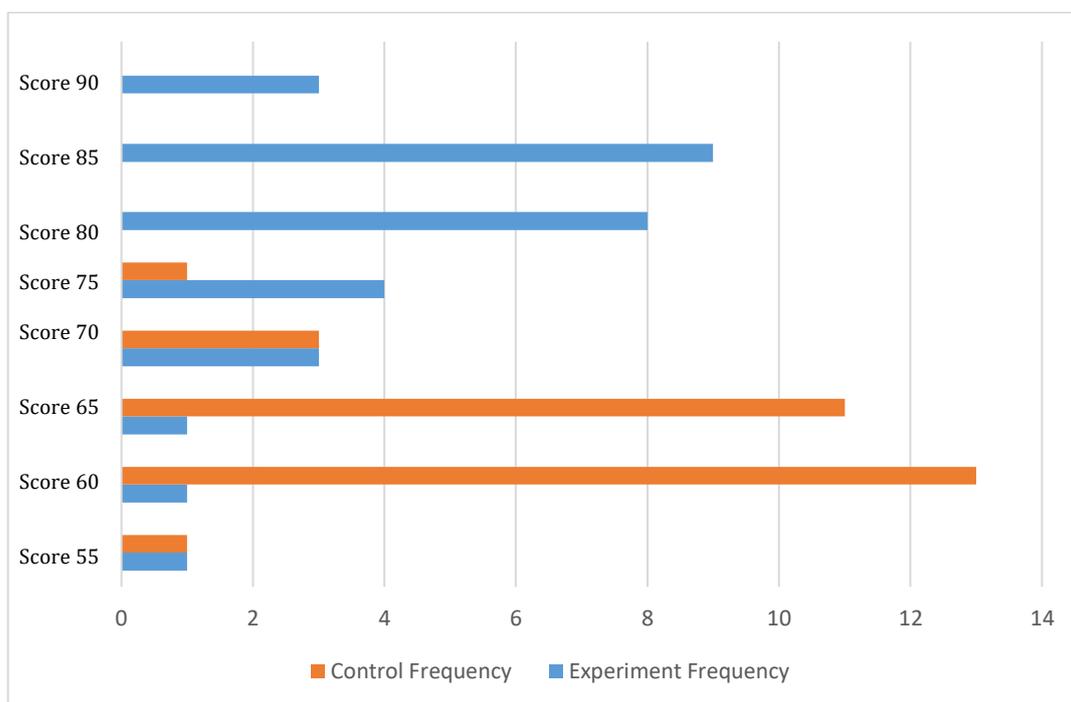


Figure 4. Post-test scores in the experimental and control groups

To determine the difference in post test scores in the experimental group with post test scores in the control group above, the data were analyzed using the t-test formula. The results of the t-test calculation using the SPSS can be seen in table 5 below.

Table 5. The Results of the T-Test of Post-Test Scores Between the Experimental Group and the Control Group

| | | Independent Samples Test | | | | | | | | | |
|--------|-----------------------------|---|-------|--------|------------------------------|-----------------|-----------------|-----------------------|---|-----------|-------|
| | | Levene's Test for Equality of Variances | | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | | |
| | | | | | | | | | | Lower | Upper |
| Postes | Equal variances assumed | 6.295 | .0015 | -8.445 | 57 | 0.000 | -15.38506 | 1.82171 | -19.03297 | -11.73714 | |
| | Equal variances not assumed | | | -8.521 | 56 | 0.000 | -15.38506 | 1.80553 | -19.01928 | -11.75084 | |

Based on the table above, it is known that the significance value is $0.015 < 0.05$. This means that there is a significant difference between the post-test scores of the experimental group and the post-test scores of the control group. While for the value of $t = -8.445$, with t showing a negative number means that the post test scores of the experimental group are higher than that of the control group. Furthermore, knowing the magnitude of the effectiveness of *mufradat* cards on Arabic learning outcomes in thematic learning in MI was analyzed using the omega squared formula of two independent samples ($\tilde{\omega}^2$) proposed by Ismail (Ismail, 2018). After calculating using this formula, the results obtained $\tilde{\omega}^2 = 0.5443$, the value of contribution or effectiveness of the use of *mufradat* cards on Arabic learning outcomes in thematic learning in MI is $0.5443 \times 100\% = 54.43\%$. That is, the use of *mufradat* cards will improve Arabic learning outcomes in thematic learning by 54.43% when compared to Arabic learning without *mufradat* cards and implemented independently from other subjects.

The results of this study show that the use of *mufradat* cards for thematic learning has proven effective for improving Arabic learning outcomes, which is in line with the results of previous studies. The application of thematic learning in MI is very helpful for students because it is in accordance with the developmental stage of students who still view everything as a whole (Barus & Djukri, 2013; Prastowo, 2014). In addition, thematic learning also provides opportunities for learners to increase their participation and involvement in learning activities (Abduh, Nugroho, & Siskandar, 2014). Based on the results of this study, to improve Arabic learning outcomes in MI, Arabic needs to be included in thematic subjects.

Conclusion

Based on the findings and results of the discussion above, the theoretical contribution of the results of this study is the discovery of the specifications of *mufradat* cards used for learning Arabic in thematic learning for grade I MI, which include card components and *mufradat* components. The card components include the size of the card that can be held by students and the material used that is strong, cheap, and easily available. For the *mufradat* components, it can be used in various fields of science or has a meaning that can link various subjects; it has few letters; the meaning of *mufradat* is quite familiar for the students; it is often used in everyday life; it uses verbs that students often do; it uses nouns that refer to objects in the surrounding environment; it is written clearly, it is widely used in Arabic countries, and it has been absorbed into the mother tongue. The results of this study conclude that the use of *mufradat* cards has been proven effective for improving Arabic learning outcomes in thematic learning of grade I MI with an effectiveness value of 54.43%. Therefore, we recommend that to improve Arabic learning outcomes in MI, Arabic needs to be included in thematic subjects.

References

- Abduh, M., Nugroho, & Siskandar. (2014). Evaluasi Pembelajaran Tematik Dilihat Dari Hasil Belajar Siswa. *IJCETS: Indonesian Journal of Curriculum and Educational Technology Studies*, 1(1), 1–9.
- Albantani, A. M. (2018). Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyyah: Sebuah Ide

- Terobosan. *Attadib: Journal of Elementary Education*, 2(2), 160–173. <https://doi.org/10.32507/attadib.v2i2.417>
- Arip, M., Rapidah, B. A. B., Ahmad, A. B., & Jais, S. M. (2013). The development of a group guidance module for student self- development based on gestalt theory. *Procedia - Social and Behavioral Sciences*, 84, 1310–1316. <https://doi.org/10.1016/j.sbspro.2013.06.748>
- Ariyanti, H., & Syarifah, S. (2021). Strategi Pembelajaran Bahasa Arab Dalam Meningkatkan Minat Belajar Bahasa Arab Siswa Kelas Vii Mts Nurul Muttaqin Simpang Tiga. *Al-Mu'Arrib: Journal of Arabic Education*, 1(1), 45–55. <https://doi.org/10.32923/al-muarrib.v1i1.2080>
- Barus, Y. K., & Djukri, D. (2013). Pengembangan Buku Teks Tematik Tema Permainan Untuk Kelas III SDN Triadi Sleman Yogyakarta. *Jurnal Prima Edukasia*, 1(2), 208–221. <https://doi.org/10.21831/jpe.v1i2.2638>
- Chen, Y. T. (2012). The effect of thematic video-based instruction on learning and motivation in e-learning. *International Journal of the Physical Sciences*, 7(6), 957–965. <https://doi.org/10.5897/ijps11.1788>
- DEPDIKNAS. (2006). *Model Pembelajaran Tematik*. Jakarta: Puskur Balitbang.
- Fogarty, R. (1991). Ten Ways to Integrate Curriculum. *Educational Leadership*, 49(2), 61–65.
- Forti, B. (2015). What Are The Limits Of Gestalt Theory? *American Psychological Association*, 37(2), 161–188.
- Hamruni, H., & Istiningsih, dan. (2017). The Analysis Of Material Presentation And Assessment Of Thematic Learning At State 1 Primary School Sleman Yogyakarta. *IOSR Journal of Humanities and Social Science*, 22(05), 23–37. <https://doi.org/10.9790/0837-2205092337>
- Hidayati, T. N. (2011). Implementasi Teori Belajar Gestalt pada Proses Pembelajaran. *Falasifa*, (2(1)), 1–19.
- Humphreys, A. H., Post, T. R., & Ellis, A. K. (1981). *Interdisciplinary Methods: A Thematic Approach*. California: Goodyear Publishing company.
- Ismail, F. (2018). *Statistika untuk Penelitian Pendidikan dan Ilmu-Ilmu Sosial*. Jakarta: Prenadamedia Group.
- Jumriana, dkk. (2019). Penerapan Media Kartu Bergambar Dalam Penguasaan Kosakata (Mufradât) Bahasa Arab Kelas Vii Mts. Bhayangkara Makassar. *Jurnal Fakultas Bahasa Dan Sastra*, 1(2), 1–12.
- Khalilullah, M. (2011). Strategi Pembelajaran Bahasa Arab Aktif (Kemahiran Istima' Dan Takallum). *Jurnal Sosial Budaya*, 8(2), 219–235.

- Khansa, H. Q. (2016). Strategi Pembelajaran Bahasa Arab Hasna Qonita Khansa. *Prosiding Konferensi Nasional Bahasa Arab II*, 53–62.
- Latifah, N. (2022). Penggunaan Media Kartu Dengan Model Pembelajaran Kooperatif Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab di MIN 15 Hulu Sungai Selatan. *Prosiding Pendidikan Profesi Guru Agama Islam (PPGAI)*, 2(1), 2174–2189.
- Lawson, R., Chang, F., & Wills, A. J. (2017). Free classification of large sets of everyday objects is more thematic than taxonomic. *Acta Psychologica*, 172, 26–40. <https://doi.org/10.1016/j.actpsy.2016.11.001>
- Min, K. C., Rashid, A. M., & Nazri, M. I. (2012). Teachers' understanding and practice towards thematic approach in teaching integrated living skills (ILS) in Malaysia. *International Journal of Humanities and Social Science*, 2(23), 273–281.
- Moleong, L. J. (2008). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Mustofa, B., & Hamid, A. (2012). *Metode & Strategi Pembelajaran Bahasa Arab*. Malang: UIN-Maliki Press. 2012.
- Norilah, Madani, F. A. Z. M. H., & Noo, F. (2022). Strategi Pembelajaran Bahasa Arab Pada Tingkat Dasar Di Paud Istiqlal Banjarmasin. *An-Nahdhah*, 15(1), 38–56.
- Novinsah, A. (2020). Strategi Pembelajaran Bahasa Arab di MI. *EL-HIKMAH: Jurnal Kajian Dan Penelitian Pendidikan Islam*, 14(2), 187–204. <https://doi.org/10.20414/elhikmah.v14i2.2571>
- Okoro, C. O., & Okoro, C. U. (2016). Teachers' Understanding and Use of Thematic Approach in Teaching and Learning of Social Studies in Rivers State. *International Journal of Education, Learning and Development*, 4(3), 64–69.
- Prastowo, A. (2014). Kebutuhan Psikologis dengan Tematik. *Jurnal Pendidikan Sekolah Dasar*, 1, 1–13.
- Rafikoh, Rahayu, T., & Hidayah, T. (2014). Pengembangan Materi Pembelajaran Penjarsorkes Tematik Untuk Kelas 1 Sekolah Dasar di Kabupaten Purworejo. *Journal of Physical Education and Sport*, 3(2), 61–66. <https://doi.org/10.15294/jpes.v3i2.4801>
- Ramadhan, S., Sunan, U., & Yogyakarta, K. (2017). Strategi Pembelajaran Bahasa Arab Pada Anak Usia Dini. *Utile: Jurnal Kependidikan*, III(2), 180–189.
- Ramosaj, D. S. B., & Berisha, Ms. G. (2014). Systems Theory and Systems Approach to Leadership. *ILIRIA International Review*, 4(1), 59. <https://doi.org/10.21113/iir.v4i1.53>
- Riwanda, A., Ridha, M., & Islamy, M. I. (2021). Increasing Arabic Vocabulary Mastery Through Gamification; is Kahoot! Effective? *LISANIA: Journal of Arabic Education and Literature*, 5(1), 19–35. <https://doi.org/10.18326/lisania.v5i1.19-35>

- Suharsimi, A. (2010). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta, p. 172.
- Suwardi, & Habibi, B. Y. (2022). *Specifications for Textbook Materials at Madrasah Ibtidaiyah*. 14(1), 86–101.
- Wilujeng, E. R. (2013). Penerapan Pendekatan Ctl (Contextual Teaching and Learning) Dalam Pembelajaran Tematik Tema Lingkungan Untuk Meningkatkan Hasil Belajar Siswa Kelas Ii Sdn Klampis Ngasem Iv No. 560 Surabaya. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 1(1), 1–9.
- Zahratun, F. (2015). Peningkatan Penguasaan Kosakata Bahasa Arab (Mufradat) Melalui Penggunaan Media Kartu Kata Bergambar. *Jurnal Pendidikan Usia Dini*, 9, 107–126.
- Zulvira, R., Neviyarni, & Irdamurni. (2021). Karakteristik Siswa Kelas Rendah Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 5(1), 1846–1851.
- Zuraidah, Z., Humayro, A. H., & Khoiriyah, Z. (2022). Pengenalan Bahasa Arab Menggunakan Media Kartu Mufrodad Bergambar Di Tpq Al-Faqih. *Jurnal Pengabdian Al-Ikhlash*, 8(2), 1–7. <https://doi.org/10.31602/jpaiuniska.v8i2.7946>